



## LAKEVIEW MIDDLE

3801 Old Buncombe Road  
Greenville, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	551 Students	
<b>Principal</b>	Tracy Hall	864-355-6400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

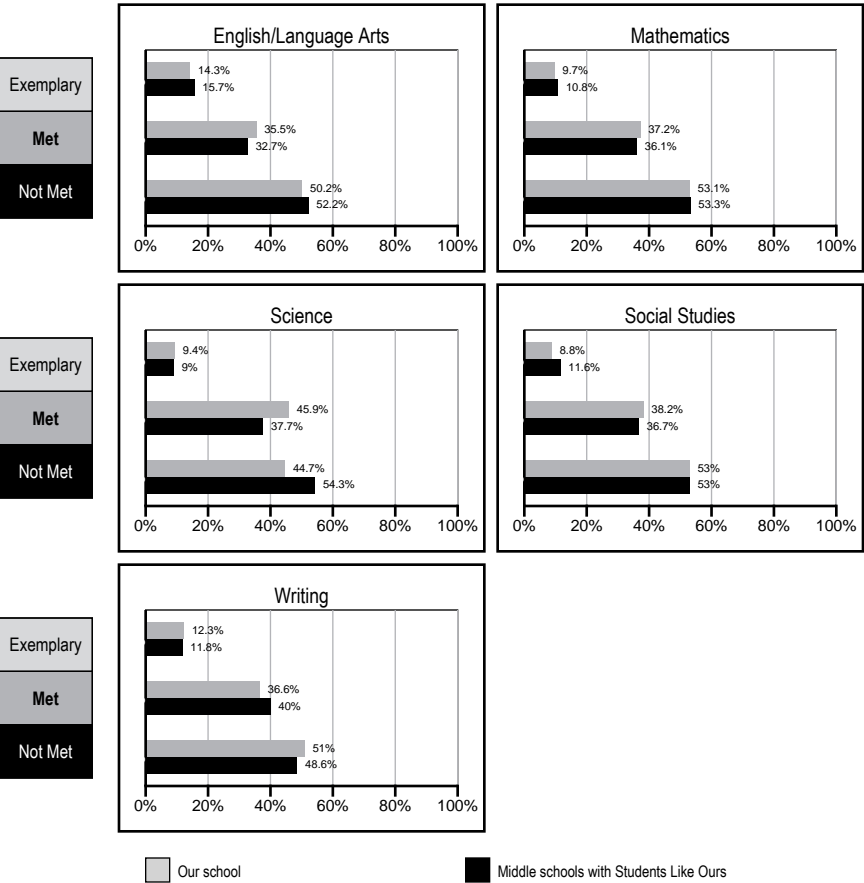
96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	25	22

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.5%
English 1	85.7%	90.4%
Physical Science	100.0%	42.1%
US History and the Constitution	N/A	N/A
All Subjects	93.7%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=551)				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Down from 23.7%	13.6%	24.2%
Retention rate	0.0%	Down from 0.2%	1.1%	0.7%
Attendance rate	95.2%	Down from 95.6%	95.4%	95.9%
Eligible for gifted and talented	4.3%	Up from 4.1%	5.1%	16.4%
With disabilities other than speech	17.2%	Down from 17.4%	14.7%	12.0%
Older than usual for grade	1.6%	Up from 1.5%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.4%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Down from 63.4%	57.1%	58.5%
Continuing contract teachers	81.4%	Up from 70.7%	64.3%	80.0%
Teachers with emergency or provisional certificates	3.0%	Down from 3.2%	11.4%	4.0%
Teachers returning from previous year	85.5%	Up from 80.7%	76.7%	84.6%
Teacher attendance rate	96.3%	Up from 95.8%	95.4%	95.4%
Average teacher salary*	\$44,965	Up 1.0%	\$44,914	\$46,561
Professional development days/teacher	10.2 days	Down from 12.0 days	10.5 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.4 to 1	16.3 to 1	21.1 to 1
Prime instructional time	91.2%	Up from 90.9%	89.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	97.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,037	Down 21.4%	\$10,687	\$7,802
Percent of expenditures for instruction**	58.5%	Up from 57.3%	60.3%	63.8%
Percent of expenditures for teacher salaries**	56.6%	Up from 52.8%	55.5%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lakeview Middle School (LMS) aptly reflects the ideals of its mission statement. We are committed to providing a nurturing, rigorous, academic environment for all of our students that meets the intellectual, social, physical, and emotional needs of each child. Located in an urban area between Furman University and downtown Greenville, our school population consists of approximately 500 students. We are a community school representing the historical mill villages and Furman area. LMS faculty, staff, and students desire to return to our past tradition of excellence through a vast array of programs that include rigorous academics of the College Board's Springboard program, the Laptop Initiative with all students given laptops, competitive athletics, and excellent visual and performing arts. Our curriculum offers courses for high school credit to include Spanish 1, Keyboarding, English 1 Honors, Algebra 1 Honors and Geometry Honors. Past awards include the 2009-10 Red Carpet Winner, 2009 Region Girls Basketball Champions, 2009 Soccer County Runner Up, 2006 Beacon Award- Autoskill for Technology, 2005 Boys Soccer Team Undefeated, 2004, 2003 & 2002 Junior BETA Club 1st, 2nd, & 3rd Place respectively for Living Literature, 2004 Invention Convention - 1st and 3rd Place Winners for 7th Grade, 2004 Shining Star Awards, 2003 & 2004 Greenville Boys Basketball Championship, 2003 SC Middle School Chorus, and 2001 Reconceptions Technology Grant Award.

In pursuit of these goals Lakeview Middle School has undergone a rigorous self-study under the auspices of the Southern Association of Colleges and Schools and the Making Middle Grades Work reform model. The results of this study are driving continuing efforts to improve to include new initiatives for student achievement and school culture. And with more than 64% of our teachers holding advanced degrees and two of our teachers obtaining National Board Certification, our faculty has established a professional learning community to support the initiatives through professional development. Other efforts undertaken this year include tutors provided for struggling students, additional help and enrichment after school and on Saturdays, and the use of technology in instruction to motivate our diverse student population. Community support remains strong with one business partner, ScanSource donating financial support for our Positive Behavior Management System along with volunteer tutors and mentors. Other initiatives to improve school culture include student government, Peace Flag- peer mediation program, and service learning projects with our local community.

Dr. Tracy Hall, Principal  
Mr. Brian Howell, School Improvement Chairarents

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	164	67
Percent satisfied with learning environment	84.6%	78.9%	83.3%
Percent satisfied with social and physical environment	86.8%	83.5%	74.2%
Percent satisfied with school-home relations	59.0%	84.8%	77.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

N

This school met 26 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.7%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	540	100	51	35.3	13.7	62.4	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	291	100	52.3	36.4	11.4	60.2	81.3	80.1	N/A	N/A
Female	249	100	49.5	33.9	16.5	65.1	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	186	100	46.7	37.3	16	65.7	90	89.6	Yes	Yes
African American	183	100	60.6	28.1	11.3	54.4	73.4	74.6	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	161	100	47.9	39.6	12.5	65.3	78.4	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	90	100	79.8	17.9	2.4	26.2	53.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	132	100	47.7	40.2	12.1	65.9	78.7	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	511	100	52.7	34.4	12.9	61.1	76.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	540	100	54.1	36.5	9.3	59.8	82	80.4	Yes	Yes
<b>Gender</b>										
Male	291	100	54.5	37.1	8.3	60.2	80.5	78.4	N/A	N/A
Female	249	100	53.7	35.8	10.6	59.2	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	186	100	56.2	32.5	11.2	58	87.7	87.8	Yes	Yes
African American	183	100	58.1	36.9	5	56.3	68.4	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	161	100	50	40.3	9.7	63.9	78.3	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	90	100	90.5	8.3	1.2	20.2	46.1	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	132	100	48.5	40.9	10.6	63.6	79.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	511	100	55.6	35.7	8.8	58.4	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	367	100	45	45.6	9.4	55	70.6	67.3
Gender								
Male	196	100	39.4	46.7	13.9	60.6	70.1	66.9
Female	171	100	51.7	44.4	4	48.3	71.1	67.7
Racial/Ethnic Group								
White	126	100	39.3	47.3	13.4	60.7	80.2	79.6
African American	129	100	51.3	41.6	7.1	48.7	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	107	100	45.5	47.5	6.9	54.5	60.1	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	65	100	80.3	13.1	6.6	19.7	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	90	100	45.7	46.8	7.4	54.3	60.6	58.6
Socio-Economic Status								
Subsidized meals	346	100	46.8	45.5	7.6	53.2	57.1	55.4

Social Studies								
All Students	360	100	53.3	37.8	9	46.7	73.2	70.9
Gender								
Male	193	100	51.1	38.8	10.1	48.9	72.8	70.1
Female	167	100	55.9	36.6	7.6	44.1	73.7	71.7
Racial/Ethnic Group								
White	129	100	53.9	37.4	8.7	46.1	79.8	79.2
African American	116	100	60.2	30.1	9.7	39.8	57.9	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	107	100	49	44.9	6.1	51	67.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	59	100	79.6	18.5	1.9	20.4	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	88	100	48.3	42.7	9	51.7	69	68
Socio-Economic Status								
Subsidized meals	344	100	53.9	37.3	8.8	46.1	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	539	99.6	51.2	36.5	12.3	48.8	74	72.1	95.2	96.2
Gender										
Male	292	99.3	58.5	34	7.5	41.5	67.2	65.2	95.2	96.2
Female	247	100	42.6	39.5	17.9	57.4	81.1	79.2	95.2	96.3
Racial/Ethnic Group										
White	185	99.5	46.5	40	13.5	53.5	81.6	80.8	93.3	96.1
African American	181	100	58	29.6	12.3	42	58.6	59.7	95.2	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.8	87	98.5	97.5
Hispanic	163	99.4	51	39.5	9.5	49	63.1	64.6	97.5	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	74.7	73.4	93.9	94.8
Disability Status										
Disabled	91	98.9	84.7	14.1	1.2	15.3	29.5	27.7	93.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	133	100	51.5	38.2	10.3	48.5	62.9	63.7	98.1	97
Socio-Economic Status										
Subsidized meals	508	99.6	52.9	35.8	11.3	47.1	61.1	61.9	95.3	95.6

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	100	50.6	38.4	11	49.4
	7	177	98.9	55.2	32.5	12.3	44.8
	8	162	100	56.4	32.9	10.7	43.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	174	100	47.4	37.2	15.4	52.6
	7	187	100	49.7	35.8	14.5	50.3
	8	179	100	55.9	32.9	11.2	44.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	100	53.7	40.9	5.5	46.3
	7	177	100	57.7	34	8.3	42.3
	8	162	100	57.9	35.7	6.4	42.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	174	100	49.4	39.1	11.5	50.6
	7	187	100	54.5	37	8.5	45.5
	8	179	100	58.4	33.5	8.1	41.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	96	100	51.8	38.8	9.4	48.2
	7	177	100	57.6	36.1	6.3	42.4
	8	82	98.8	61.4	31.4	7.1	38.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	88	100	53.8	45	1.3	46.3
	7	187	100	40.1	49.1	10.8	59.9
	8	92	100	46.4	39.3	14.3	53.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	95	100	35.4	62	2.5	64.6
	7	177	98.9	64.3	27.9	7.8	35.7
	8	80	98.8	N/AV	N/AV	N/AV	55.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	41	52.6	6.4	59
	7	187	100	60.5	31.7	7.8	39.5
	8	87	100	50	35.9	14.1	50
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	97.4	53.6	37.3	9	46.4
	7	176	97.2	52.3	34.8	12.9	47.7
	8	162	97.5	54.5	37.8	7.7	45.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	99.4	48.4	38.1	13.5	51.6
	7	187	99.5	50	39.8	10.2	50
	8	181	100	55.1	31.7	13.2	44.9

Abbreviations for Missing Data

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